**RHHS CURRICULUM MAP**

Course: H4 Unit 4

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| Period of Study: Economic Systems/Factors of Production/Scarcity | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
|  | 2.1- (analyze interpretations of issues, events, developments and written accounts from different perspectives throughout world history)  2.1- (define culture/civilizations and components of political, economic, social, and religious systems)  2.2 – (distinguish between multiple time periods using timelines)  2.2 – (evaluate different models of periodization of historical events and identify their relevance)  2.2 – (analyze narratives from different times/places to understand historical events)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (analyze the social, political, economic, cultural, and religious contributions/roles of people)  2.3 – (examine the social, cultural, political, economic, and religious cultures around the world)  2.4 – (pose analytical questions for further investigation)  2.4 – (interpret and analyze documents/artifacts significant to events in world history)  2.4 – (analyzing world history by detecting bias/distortion of facts and propaganda)  3.1 – (understand how to use various maps)  3.1 – (investigate migration of human populations)  3.1 – (understand the interactions of social, cultural, political, economic, and religious systems in different regions)  3.1 – (analyze how different forces control and divide the earth’s surface)  3.1 – (explain how technological change affects people, places, and regions)  3.2 – (gather geographic information from various primary/secondary sources)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations)  3.2 – (pose analytical questions based on the results of geographic inquiry)  4.1 – (explore basic concepts of economic principles)  4.1 – (understand economic decision making)  4.1 – (analyze interdependence of world economic systems)  4.2 – (identify and evaluate economic information from various sources including graphs, charts, and tables)  5.1 – (evaluate purposes of government and civic life) |
| **REGENTS THEMES:**  **Change; citizenship; conflict; decision making; diversity; economic systems and factors of production; environment and society; imperialism; interdependence; justice and human rights; movement of people and goods; power and political systems; urbanization; scarcity/needs and wants; science and technology** | **ESSENTIAL Questions:**   1. **What is the best solution to provide for people’s basic needs?** 2. **Why do certain developments lead to prosperity and despair?** |
| **Focus Questions/ Topic Questions**   1. **Were feudalism and the manor system the best solution for the problems of the Middle Ages (1)?**   *Topics/Activities: self-sufficient manors, the class structure, serfdom*   1. **How did the Commercial Revolution transform Europe’s economy? (1)**   *Topics/Activities:; joint-stock companies; mercantilism (mother country, colony, natural resources), and the growth of laissez faire capitalism*   1. **How did the Agricultural and Industrial Revolutions transform the world? (3)**   *Topics/Activities: causes and effects of the Industrial Revolution; refer to June 2006 Regents exam DBQ; can use the first day for documents, the second for outline, and the third for essay writing. Essay as test grade.*   1. **Could communism keep its promises to provide equally for all? (1)**   *Topics/Activities: Karl Marx’s ideas vs. the problems of a command economy (spiral back to the economic failures of the Russian and Chinese revolutions)* | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
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| **VOCABULARY Tier II and Tier III:** | |
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| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Mapping and Charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard* | |